



# Indiana **Journeys** Grade 2

correlated to the

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## Indiana Academic Standards for English/Language Arts, Grade 2



**Houghton Mifflin Harcourt  
Journeys Common Core Indiana  
Grade 2**

correlated to the

**Indiana Academic Standards  
English Language Arts  
Grade 2**

Standard	Descriptor	Citations
<b>2.1. READING: Word Recognition, Fluency, and Vocabulary Development</b>		
<i>Phonemic Awareness</i>		
2.1.1	Demonstrate an awareness of the sounds that are made by different letters by:	
•	distinguishing beginning, middle, and ending sounds in words.	<b><u>Teacher Edition</u></b> <b>2-1:</b> T13, T16-17, T35, T36-37, T45, T57, T109, T112-113, T133, T134-135, T143, T144, T231, T307-308, T334, T457, T465 <b>2-2:</b> T213, T16, T37, T47, T57, T58-59, T69, T114-115, T140-141, T159, T150-151, T161, T162-163, T171, T216-217, T238-239, T350-351, T362 <b>2-3:</b> T50, T134-135, T144, T154-155, T205, T208-209, T231, T242, T313, T329, T330-331, T350-351
•	rhyming words.	<b><u>Student Edition</u></b> <b>2-2:</b> 289  <b><u>Teacher Edition</u></b> <b>2-1:</b> T44, T230, T332, T434 <b>2-2:</b> T36, T170, T236, T438 <b>2-3:</b> T38, T132, T240 <b>2-4:</b> T40, T140 <b>2-5:</b> T38, T113, T139, T248, T370 <b>2-6:</b> T50, T148

Standard	Descriptor	Citations
•	clearly pronouncing blends and vowel sounds.	<b>Teacher Edition</b> <b>2-1:</b> T17, T18, T37, T113, T115, T135, T157, T211, T213, T233, T309, T335, T446, T457 <b>2-3:</b> T144, T242, T307, T308, T331, T340, T351, T453 <b>2-4:</b> T52, T117 <b>2-6:</b> T117, T415
2.1.10	Identify simple multiple-meaning words ( <i>change, duck</i> ).	<b>Teacher Edition</b> <b>2-1:</b> T12, T258-259 <b>2-6:</b> T66-67
2.1.11	Know and use common word families (such as <i>-ale, -est, -ine, -ock, -ump</i> ) when reading unfamiliar words	<b>Teacher Edition</b> <b>2-1:</b> T255, T263, T343, T355, T365 <b>2-2:</b> T48, T111, T139, T450 <b>2-3:</b> T48, T253, T340 <b>2-4:</b> T52, T63, T352, T452 <b>2-5:</b> T238
<i>Decoding and Word Recognition</i>		
2.1.2	Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i> ) when reading.	<b>Teacher Edition</b> <b>2-1:</b> T460-461, T464 <b>2-2:</b> T248-249, T260-261, T314-315, T316, T340-341, T346, T358, T362, T368, T464-468 <b>2-3:</b> T16-17, T18, T36, T40-41, T46, T56, T60-T61, T66, T72, T354-355 <b>2-4:</b> T16-17, T18, T38, T42-43, T48, T58, T60, T62, T68, T74, T266-267 <b>2-5:</b> T150, T152, T162, T216-217, T218-219, T240-241, T258, T263, T268, T274, T363, T448

Standard	Descriptor	Citations
2.1.3	Decode (sound out) regular words with more than one syllable ( <i>dinosaur, vacation</i> ).	<b><u>Teacher Edition</u></b> <b>2-1:</b> T58, T67, T143, T156, T165 <b>2-2:</b> T247, T259, T269, T349, T361, T371 <b>2-3:</b> T13, T39, T48, T49, T59, T69, T401, T429, T451, T461 <b>2-4:</b> T13, T41, T51, T61, T71 <b>2-5:</b> T149, T161, T171, T213, T239, T249, T261, T271, T313, T339 <b>2-6:</b> T309, T334, T335, T409, T434, T435, T445, T457, T467
2.1.4	Recognize common abbreviations ( <i>Jan., Fri.</i> ).	<b><u>Student Edition</u></b> <b>2-3:</b> 538-539
2.1.5	Identify and correctly use regular plural words ( <i>mountain/mountains</i> ) and irregular plural words ( <i>child/children, mouse/mice</i> ).	<b><u>Student Edition</u></b> <b>2-2:</b> 218  <b><u>Teacher Edition</u></b> <b>2-2:</b> T34, T44, T54, T66, T72, T73, T368 <b>2-3:</b> T63, T66
2.1.6	Read aloud fluently and accurately with appropriate changes in voice and expression.	<b><u>Teacher Edition</u></b> <b>2-1:</b> T19, T48-49, T110, T115, T146, T158, T213, T244-245, T306, T311, T346-347, T349, T408, T413, T447 <b>2-2:</b> T19, T49, T51, T117, T152, T153, T219, T250, T352-353, T419, T451, T453 <b>2-3:</b> T14, T19, T51, T53, T117, T145, T211, T307, T341, T407, T442-443 <b>2-4:</b> T19, T53, T73, T114, T119, T153, T219, T252, T253, T319, T419 <b>2-5:</b> T52-53, T152-153, T252-253, T319, T352, T353 <b>2-6:</b> T53, T152, T219, T247, T315, T348-349, T448-449

Standard	Descriptor	Citations
<i>Vocabulary and Concept Development</i>		
2.1.7	Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	<b><u>Teacher Edition</u></b> <b>2-2:</b> T366-367 <b>2-4:</b> T166-167 <b>2-5:</b> T247, T366-367 <b>2-6:</b> T166
2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words ( <i>lunchtime, lunchroom, daydream, raindrop</i> ).	<b><u>Teacher Edition</u></b> <b>2-2:</b> T264-T265 <b>2-4:</b> T112 <b>2-5:</b> T266-T267
2.1.9	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as <i>-ful</i> ).	<b><u>Teacher Edition</u></b> <b>2-5:</b> T52, T63, T217, T241, T263, T317, T341, T362, T448 <b>2-6:</b> T52, T63, T163, T263
2.1.10	Identify simple multiple-meaning words ( <i>change, duck</i> ).	<b><u>Teacher Edition</u></b> <b>2-1:</b> T12, T258-259 <b>2-6:</b> T66-67

Standard	Descriptor	Citations
<b>2. READING: Comprehension and Analysis of Nonfiction and Informational Text</b>		
<i>Structural Features of Informational and Technical Materials</i>		
2.2.1	Use titles, tables of contents, and chapter headings to locate information in text.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 30-33</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T160-161, T249  <b>2-2:</b> T255  <b>2-3:</b> T247  <b>2-4:</b> T357  <b>Extended Reading:</b> T507  <b>2-5:</b> T257  <b>2-6:</b> T353  <b>Extended Reading:</b> T503-T509</p>
2.2.11	Identify text that uses sequence or other logical order (alphabetical order or time).	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 12, 14, 19, 26  <b>2-4:</b> 50, 52, 74  <b>2-5:</b> 285, 299  <b>2-6:</b> 454, 456, 465, 466</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T15, T24, T27, T39  <b>2-2:</b> T33, T135, T233, T334, T434-435  <b>2-3:</b> T35, T129, T263, T324-325  <b>2-4:</b> T36, T137, T337  <b>2-5:</b> T134-135, T229, T235, T242-243, T322, T334-335, T433  <b>2-6:</b> T36, T222, T227, T230-231, T238, T330-331, T431</p>

Standard	Descriptor	Citations
<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>		
2.2.2	State the purpose for reading. Example: Read an informational text about pets to decide what kind of animal would make the best pet	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 13, 41, 73, 105, 145  <b>2-2:</b> 187, 225, 265, 297, 335  <b>2-3:</b> 373, 409, 437, 471, 505  <b>2-4:</b> 13, 51, 89, 125, 165  <b>2-5:</b> 209, 243, 277, 313, 347  <b>2-6:</b> 383, 455, 485, 519</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T25, T121, T219, T317, T419  <b>2-2:</b> T25, T123, T224, T322, T425  <b>2-3:</b> T123, T124, T217, T315, T413  <b>2-4:</b> T25, TT125, T224, T325, T425  <b>Extended Reading:</b> T507  <b>2-5:</b> T25, T125, T225, T324, T425  <b>2-6:</b> T25, T44, T125, T321, T421  <b>Extended Reading:</b> T503</p>

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2.2.3	Use knowledge of the author's purpose(s) to comprehend informational text. Example: Read an informational text that compares different people, animals, or plants, such as <i>What Do You Do with a Tail Like This?</i> by Robin Page and Steve Jenkins.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 72-73, 74, 86, 90  <b>2-2:</b> 353, 355  <b>2-3:</b> 470, 472, 487, 490  <b>2-6:</b> 413, 438, 441</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T216, T218, T225, T234-235  <b>2-2:</b> T215, T415, T433, T442-443  <b>2-3:</b> T127, T314, T312, T314, T323, T332-333  <b>2-4:</b> T165, T315  <b>Extended Reading:</b> T506-T514  <b>2-6:</b> T133, T142-143  <b>Extended Reading:</b> T506, T508, T509</p>



Standard	Descriptor	Citations
2.2.4	Ask and respond to questions ( <i>when, who, where, why, what if, how</i> ) to aid comprehension about important elements of informational texts. Example: After reading a short account about the first man on the moon, ask and answer <i>why, what if</i> , and <i>how</i> questions to understand the lunar landing.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 43, 75  <b>2-2:</b> 191, 337  <b>2-3:</b> 424, 439  <b>2-5:</b> 211</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T15, T26, T27, T50, T307, T314, T315, T318, T320, T321, T322, T323, T324, T325, T326, T327, T348, T409, T420, T422, T424, T425, T426, T427, T428, T430, T448  <b>2-2:</b> T124, T125, T126, T127, T128, T129, T130, T133, T134, T154, T313, T324, T325, T326, T327, T328, T329, T331, T332, T354  <b>2-3:</b> T26, T27, T28, T29, T30, T31, T32, T33, T34, T52, T63, T305, T410, T411, T414, T415, T417, T419, T421, T422, T423, T444  <b>2-4:</b> T54, T128, T130, T134, T154, T326, T328, T332, T335, T336, T354, T454  <b>Extended Reading:</b> T506-T514  <b>2-5:</b> T127, T129, T130, T154, T165, T322, T323, T327, T328, T332, T343, T354  <b>2-6:</b> T26, T27, T28, T30, T31, T32, T33, T34, T35, T45, T154, T226, T227, T248, T329, T350  <b>Extended Reading:</b> T503-T509</p>

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2.2.5	Restate facts and details or summarize the main idea in the text to clarify and organize ideas. Example: Summarize information learned from a text, such as detail about ant colonies stated in <i>Ant Cities</i> by Arthur Dorros or reported about spider webs in <i>Spider Magic</i> by Dorothy Hinshaw Patent.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 104  <b>2-2:</b> 264, 266, 281, 282, 296, 334, 336, 349, 354  <b>2-3:</b> 436, 438, 454, 456, 470  <b>2-5:</b> 208, 210, 217, 228, 276  <b>2-6:</b> 484</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T15, T209, T307, T409  <b>2-2:</b> T113, T215, T313, T373  <b>2-3:</b> T15, T261, T263, T305, T403, T463  <b>2-4:</b> T15, T115, T215, T315, T415, T471, T473  <b>Extended Reading:</b> T506-T514  <b>2-5:</b> T15, T215, T469  <b>2-6:</b> T15, T269, T311, T411  <b>Extended Reading:</b> T503-T509</p>
2.2.6	Recognize cause-and-effect relationships in a text. Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 104, 106, 112, 130  <b>2-2:</b> 271, 283  <b>2-3:</b> 504, 506, 515, 530  <b>2-5:</b> 215, 229, 312, 314, 321, 332, 362, 365</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T314, T316, T321, T337-338  <b>2-2:</b> T15, T227, T240-241  <b>Extended Reading:</b> T513  <b>2-3:</b> T410, T412, T417, T432-433  <b>2-5:</b> T27, T42-43, T324, T329, T342-343, T432, T440-441  <b>2-6:</b> T115, T311  <b>Extended Reading:</b> T505</p>

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2.2.7	Interpret information from diagrams, charts, and graphs. Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 40, 58-59, 65, 174-176  <b>2-2:</b> 188, 190, 202, 206, 210, 254, 256, 257, 358  <b>2-3:</b> 408, 410, 415, 422, 424, 446, 457  <b>2-4:</b> 194  <b>2-5:</b> 346, 348, 351, 364, 368  <b>2-6:</b> 410, 444, 446</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T118, T120, T136-137, T216, T416  <b>2-2:</b> T22, T24, T31, T40-41, T222, T270  <b>2-3:</b> T120-121, T125, T136-137, T221, T262, T360, T462  <b>2-4:</b> T172, T322, T324, T331, T344, T372  <b>2-5:</b> T72, T172, T272, T372, T422, T424, T427, T468  <b>2-6:</b> T72, T368, T468</p>
2.2.8	Follow two-step written instructions.	<p><b><u>Teacher Edition</u></b>  <b>2-5:</b> T172</p>
2.2.9	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 10-11, 38-39, 70-71, 102-103, 142-143  <b>2-2:</b> 186-187, 192, 207, 222-223, 262-263, 294-295, 332-333  <b>2-3:</b> 370-371, 406-407, 434-435, 468-469, 502-503  <b>2-4:</b> 10-11, 48-49, 86-87, 122-123, 162-163  <b>2-5:</b> 206-207, 240-241, 274-275, 310-311, 344-345  <b>2-6:</b> 380-381, 418-419, 452-453, 482-483, 516-517, 525, 541</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T20-21, T48-49, T312, T360-361, T414, T451  <b>2-2:</b> T27, T455  <b>2-5:</b> T462-463  <b>2-6:</b> T423</p>

Standard	Descriptor	Citations
2.2.10	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i> ).	<p><b><u>Student Edition</u></b></p> <p><b>2-2:</b> 224, 226, 231, 250</p> <p><b>2-3:</b> 372, 374, 381, 394</p> <p><b>2-4:</b> 12</p> <p><b>2-5:</b> 208, 276, 278, 290, 298</p> <p><b>2-6:</b> 382, 405, 407</p> <p><b><u>Teacher Edition</u></b></p> <p><b>2-1:</b> T22-23, T26, T30, T48, T113, T120, T122, T125, T142-143, T146, T313</p> <p><b>2-2:</b> T113, T120, T122, T216</p> <p><b>2-3:</b> T22, T32, T24-43, T122, T216</p> <p><b>2-4:</b> T23, T27, T33</p> <p><b>2-5:</b> T222, T224, T231, T242-243</p> <p><b>2-6:</b> T23, T29, T31, T35, T44-45, T134</p>

Standard	Descriptor	Citations
<b>3. READING: Comprehension and Analysis of Literary Text</b>		
<i>Analysis of Grade-Level-Appropriate Literary Text</i>		
2.3.1	Compare plots, settings, and characters presented by different authors. Example: Read and compare <i>Strega Nona</i> , an old Italian folktale retold by Tomie DePaola, with <i>Ox-Cart Man</i> by Donald Hall.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 65, 97, 137, 177  <b>2-2:</b> 217, 257, 289, 327, 361  <b>2-3:</b> 401, 429, 463, 497, 537  <b>2-4:</b> 43, 477, 511, 547  <b>2-5:</b> 235, 305, 339</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T61, T359, T459  <b>2-2:</b> T161, T365, T463  <b>2-3:</b> T63, T157, T255, T353, T455  <b>2-4:</b> T265, T365, T422, T424, T444-445  <b>2-5:</b> T65, T165, T265, T365, T461  <b>2-6:</b> T165, T264, T361, T461</p>
2.3.2	Create different endings to stories and identify the problem and the impact of the different ending. Example: Read a story, such as <i>Fin M'Coul — The Giant of Knockmany Hill</i> , Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 97</p>

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2.3.3	Compare and contrast versions of same stories from different cultures. Example: Compare fairy tales and folktales that have been retold by different cultures, such as <i>The Three Little Pigs</i> and the southwestern/Latino version <i>The Three Little Javelinas</i> by Susan Lowell, or <i>Cinderella</i> and the African version, <i>Mufaro's Beautiful Daughters</i> by John Steptoe.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 63-64  <b>2-2:</b> 325-327  <b>2-3:</b> 460-463  <b>2-6:</b> 47-477</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T159  <b>2-2:</b> T365  <b>2-3:</b> T255  <b>2-6:</b> T261</p>
2.3.4	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. Example: Listen to or read the rhymes for each letter of the alphabet in <i>A My Name Is Alice</i> by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 62, 63, 64  <b>2-2:</b> 286, 289, 321  <b>2-3:</b> 395, 426-428, 429  <b>2-4:</b> 114-116</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T158  <b>2-2:</b> T262, T322, T360  <b>Extended Reading:</b> T506  <b>2-3:</b> T71, T156  <b>2-4:</b> T364  <b>2-6:</b> T138</p>

Standard	Descriptor	Citations
2.3.5	Confirm predictions about what will happen next in a story	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 12-13, 17-35  <b>2-3:</b> 372-373  <b>2-4:</b> 12-13  <b>2-5:</b> 208-209  <b>2-6:</b> 382-383</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T22-23, T30  <b>2-3:</b> T23  <b>2-4:</b> T23  <b>2-5:</b> T23, T27, T30, T42-43  <b>2-6:</b> T23</p>
2.3.6	Recognize the difference between fantasy and reality.	<p><b><u>Student Edition</u></b>  <b>2-4:</b> 166  <b>2-6:</b> 384</p> <p><b><u>Teacher Edition</u></b>  <b>2-2:</b>  <b>Extended Reading:</b> T505  <b>2-4:</b> T424  <b>2-6:</b> T24, T224</p>
2.3.7	Identify the meaning or lesson of a story.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 137  <b>2-2:</b> 322, 324  <b>2-4:</b> 73  <b>2-5:</b> 338</p> <p><b><u>Teacher Edition</u></b>  <b>2-2:</b> T365</p>

Standard	Descriptor	Citations
<b>4. WRITING: Processes and Features</b>		
<i>Organization and Focus</i>		
2.4.1	Create a list of ideas for writing.	<b><u>Student Edition</u></b> <b>2-1:</b> 33, 61 <b>2-2:</b> 289 <b>2-4:</b> 157 <b>2-6:</b> 547 <b><u>Teacher Edition</u></b> <b>2-1:</b> T353
2.4.2	Organize related ideas together to maintain a consistent focus.	<b><u>Student Edition</u></b> <b>2-1:</b> 33, 61, 141, 177 <b>2-4:</b> 84, 120, 160-161 <b>2-5:</b> 238, 342-343  <b><u>Teacher Edition</u></b> <b>2-1:</b> T55, T65, T261 <b>2-2:</b> T147 <b>2-3:</b> T357 <b>2-4:</b> T349 <b>2-5:</b> T147, T259 <b>2-6:</b> T147
<b>Research Process and Technology</b>		
2.4.3	Find ideas for writing stories and descriptions in pictures or books.	<b><u>Student Edition</u></b> <b>2-1:</b> 61 <b>2-3:</b> 459, 463 <b>2-4:</b> 81, 160-161, 193  <b><u>Teacher Edition</u></b> <b>2-1:</b> T55, T353, T363 <b>2-3:</b> T435 <b>2-5:</b> T45, T443 <b>2-6:</b> T47



Standard	Descriptor	Citations
2.4.4	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	<p><b><u>Student Edition</u></b></p> <p><b>2-1:</b> 177  <b>2-2:</b> 217, 361  <b>2-3:</b> 463  <b>2-5:</b> 342-343  <b>2-6:</b> 413, 450</p> <p><b><u>Teacher Edition</u></b></p> <p><b>2-1:</b> T53, T151, T451  <b>2-2:</b> T53, T157, T357, T455  <b>2-3:</b> T55, T149, T256-257, T345, T447  <b>2-4:</b> T157, T257  <b>2-5:</b> T57, T66-67, T157, T356, T452  <b>2-6:</b> T57, T157, T251, T453</p>
2.4.5	Use a computer to draft, revise, and publish writing.	<p><b><u>Teacher Edition</u></b></p> <p><b>2-1:</b> T433, T443, T453, T463, T470, T470  <b>2-2:</b> T72, T272, T437, T447, T457, T467, T474  <b>2-3:</b> T362, T437, T449, T466  <b>2-4:</b> T439, T449, T459, T469, T476  <b>2-5:</b> T435, T445, T455, T465, T472  <b>2-6:</b> T147, T173, T270, T465, T472</p>

Standard	Descriptor	Citations
<i>Evaluation and Revision</i>		
2.4.6	Review, evaluate, and revise writing for meaning and clarity.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 67, 68-69, 99, 100  <b>2-2:</b> 292  <b>2-3:</b> 404  <b>2-5:</b> 374</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T70, T168, T266, T368, T463, T468  <b>2-2:</b> T374, T467, T472  <b>2-3:</b> T72, T166, T264, T459, T464  <b>2-4:</b> T74, T177, T274, T276, T374, T469, T474  <b>2-5:</b> T73, T174, T274, T374, T465, T470  <b>2-6:</b> T74, T76, T165, T174, T176, T370, T465, T470</p>
2.4.7	Proofread ones' own writing, as well as that of others, using an editing checklist or list of rules.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 68-69, 140-141, 180-181  <b>2-2:</b> 220, 260, 292, 330, 364  <b>2-3:</b> 404, 432, 466, 500, 540  <b>2-4:</b> 46, 84, 120, 160, 200  <b>2-5:</b> 238, 272, 308, 342, 374  <b>2-6:</b> 450</p>

Standard	Descriptor	Citations
2.4.8	Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	<p><b><u>Student Edition</u></b>  <b>2-2:</b> 290  <b>2-5:</b> 238, 301</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T70, T168, T266, T368, T463, T468  <b>2-2:</b> T374, T467, T472  <b>2-3:</b> T72, T166, T264, T459, T464  <b>2-4:</b> T74, T177, T274, T276, T374, T469, T474  <b>2-5:</b> T73, T174, T274, T374, T465, T470  <b>2-6:</b> T74, T76, T165, T174, T176, T370, T465, T470</p>
<b>5. WRITING: Applications (Different Types of Writing and Their Characteristics)</b>		
2.5.1	<p>Write brief narratives based on experiences that:</p> <ul style="list-style-type: none"> <li>move through a logical sequence of events (chronological order, order of importance).</li> <li>describe the setting, characters, objects, and events in detail.</li> </ul> <p>Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.</p>	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 100, 140-141, 180-181  <b>2-4:</b> 46-47, 81, 84, 160-161, 200-201  <b>2-6:</b> 511</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T55, T65, T72, T131, T141, T153, T163, T170, T229, T239, T251, T257, T261, T268, T331, T341, T353, T363, T370, T433, T443, T453, T463, T470  <b>2-2:</b> <b>Extended Reading:</b> T510  <b>2-4:</b> T39, T49, T69, T76, T139, T149, T159, T165, T169, T177, T237, T247, T259, T269, T276, T347, T439, T449, T459, T469, T476</p>

Standard	Descriptor	Citations
2.5.2	<p>Write a brief description of a familiar object, person, place, or event that:</p> <ul style="list-style-type: none"> <li>• develops a main idea.</li> <li>• uses details to support the main idea.</li> </ul> <p>Example: Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i>.</p>	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 36-37, 64, 97  <b>2-2:</b> 357  <b>2-4:</b> 43, 81, 113, 120</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T41, T139, T219, T229, T239, T251  <b>2-2:</b> <b>Extended Reading:</b> T510  <b>2-4:</b> T49, T447  <b>2-6:</b> T49</p>
2.5.3	<p>Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature.</p> <p>Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.</p>	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 68-69  <b>2-2:</b> 323  <b>2-3:</b> 401, 404</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T131, T153, T163, T219  <b>2-3:</b> T63, T67  <b>2-4:</b> T358</p>

Standard	Descriptor	Citations
2.5.4	Write rhymes and simple poems.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 64  <b>2-4:</b> 43, 116  <b>2-6:</b> 416, 547</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T44, T332  <b>2-2:</b> T236, T438  <b>2-3:</b> T38, T240  <b>2-4:</b> T40, T65, T140, T260, T370  <b>2-5:</b> T38, T248  <b>2-6:</b> T39, T59, T145, T461</p>
2.5.5	Use descriptive words when writing.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 36-37, 64, 93, 97  <b>2-2:</b> 253  <b>2-4:</b> 46-47, 81, 84, 113, 116, 120</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T55, T65, T72, T131, T141, T153, T163, T170, T229, T239, T251, T257, T261, T268, T331, T341, T353, T363, T370, T433, T443, T453, T463, T470  <b>2-4:</b> T39, T49, T69, T76, T139, T149, T159, T165, T169, T177, T237, T247, T259, T269, T276, T347, T439, T449, T459, T469, T476</p>

Standard	Descriptor	Citations
2.5.6	Write for different purposes and to a specific audience or person. Example: Write a description of your favorite book to recommend the book to a friend.	<p><b><u>Student Edition</u></b></p> <p><b>2-1:</b> 137, 177</p> <p><b>2-2:</b> 260, 292-293, 323, 330-331, 357, 364-365</p> <p><b>2-3:</b> 432-433, 463, 466, 500-501, 540-541</p> <p><b>2-4:</b> 43, 81, 113, 120, 153, 157, 193</p> <p><b>2-5:</b> 231, 238-239, 272-273, 301, 308-309, 342-343, 364, 374-375</p> <p><b>2-6:</b> 413, 443, 447, 477, 507</p> <p><b><u>Teacher Edition</u></b></p> <p><b>2-1:</b> T41, T131, T141, T331</p> <p><b>2-2:</b> <b>Extended Reading:</b> T510</p> <p><b>2-3:</b> T249</p> <p><b>2-4:</b> <b>Extended Reading:</b> T514</p>

Standard	Descriptor	Citations
2.5.7	<p>Write responses to literature that:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of what is read.</li> <li>support statements with evidence from the text.</li> </ul> <p>Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.</p>	<p><b><u>Student Edition</u></b></p> <p><b>2-1:</b> 28-29, 61, 64, 93, 97, 133, 137, 173, 177  <b>2-2:</b> 209, 217, 253, 260, 285, 323, 357  <b>2-3:</b> 397, 401, 404, 425, 459, 533  <b>2-4:</b> 39, 43, 77, 81, 113, 116, 117, 120, 153, 193  <b>2-5:</b> 231, 238-239, 265, 301, 308-309, 335, 339  <b>2-6:</b> 409, 413, 416, 443, 447, 450-451, 469, 477, 480-481, 507, 511, 514-515, 543, 550-551</p> <p><b><u>Teacher Edition</u></b></p> <p><b>2-1:</b> T41, T131, T139, T237, T257, T339, T441  <b>2-2:</b> T43, T145, T285, T345, T445  <b>Extended Reading:</b> T510  <b>2-3:</b> T45, T139, T335  <b>2-4:</b> T47, T147, T245  <b>Extended Reading:</b> T514  <b>2-5:</b> T145, T245, T345  <b>2-6:</b> T433, T441, T455, T465  <b>Extended Reading:</b> T510</p>

Standard	Descriptor	Citations
<i>Research Application</i>		
2.5.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:	
•	uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 33, 137, 177  <b>2-2:</b> 217  <b>2-3:</b> 463  <b>2-4:</b> 81  <b>2-5:</b> 342-343  <b>2-6:</b> 413, 477</p> <p><b><u>Teacher Edition</u></b>  <b>2-2:</b> T63, T271, T365, T437  <b>2-3:</b> T255, T361  <b>2-5:</b> T45, T65, T73, T461  <b>2-6:</b> T65, T137, T147, T159, T169, T173, T176, T261</p>
•	organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation. Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.	<p><b><u>Student Edition</u></b>  <b>2-2:</b> 217</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T61, T265, T467  <b>2-2:</b> T71  <b>2-3:</b> T165  <b>2-4:</b> T465  <b>2-5:</b> T73, T365  <b>2-6:</b> T47, T173, T369</p>



Standard	Descriptor	Citations
<b>6. WRITING: English Language Conventions</b>		
<i>Handwriting</i>		
2.6.1	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 28-29, 61, 64, 68-69, 93, 97, 133, 140-141, 177, 180-181  <b>2-2:</b> 260, 289, 292-293, 323, 330-331  <b>2-3:</b> 397, 401, 404, 425, 459, 500-501, 533, 537  <b>2-4:</b> 39, 46, 77, 81, 84, 113, 116, 117, 120, 153, 157, 158-159, 193  <b>2-5:</b> 231, 235, 265, 308, 335, 339, 342, 367, 374-375  <b>2-6:</b> 409, 413, 416, 443, 447, 450-451, 469, 477, 480-481, 511, 514-514, 543, 550-551</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T42, T64, T140, T162, T238, T260, T340, T362, T442, T462  <b>2-2:</b> T44, T66, T146, T168, T266, T346, T368, T446, T466  <b>2-3:</b> T258, T336, T356, T436, T458</p>
<i>Sentence Structure</i>		
2.6.2	Distinguish between complete ( <i>When Tom hit the ball, he was proud.</i> ) and incomplete sentences ( <i>When Tom hit the ball</i> ).	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 66</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T70, T71, T130, T140, T152, T168, T260, T266, T267, T442, T463, T470  <b>2-2:</b> T374, T375  <b>2-3:</b> T36, T46, T56, T72, T73, T130, T140, T150, T166, T167, T437, T466  <b>2-5:</b> T158, T374  <b>2-6:</b> T49, T174</p>

Standard	Descriptor	Citations
2.6.3	Use the correct word order in written sentences.	<p><b><u>Student Edition</u></b>  <b>2-2:</b> 330-331</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T140, T443  <b>2-2:</b> T359, T369  <b>2-3:</b> T159</p>
<i>Grammar</i>		
2.6.4	<p>Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).</p> <p>Example: Identify the noun and verb in a sentence, such as <i>Maria</i> (noun) and <i>a friend</i> (noun) <i>played</i> (verb) <i>for a long time</i>.</p>	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 138-139, 178-179  <b>2-2:</b> 218, 258-259, 290-291, 328-329, 362-363  <b>2-4:</b> 44-45, 77, 82-83, 118-119  <b>2-5:</b> 236-237, 270-271, 306-307, 367  <b>2-6:</b> 448-449, 507</p> <p><b><u>Teacher Edition</u></b>  <b>2-2:</b> T34, T44, T54, T66, T72, T73, T368  <b>2-3:</b> T63, T66  <b>2-4:</b> T58, T74-75, T244, T258, T268, T274, T275, T474  <b>2-5:</b> T68, T236, T136, T146, T174, T246, T258, T268, T274, T275, T336, T346, T358, T374, T375, T434, T444, T454  <b>2-6:</b> T136, T146, T158, T168, T174, T264, T364, T432, T442, T454M T464, T470, T471</p>

Standard	Descriptor	Citations
<i>Punctuation</i>		
2.6.5	Use commas in the greeting ( <i>Dear Sam,</i> ) and closure of a letter ( <i>Love, or Your friend,</i> ) and with dates ( <i>March 22, 2000</i> ) and items in a series ( <i>Tony, Steve, and Bill</i> ).	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 68-69  <b>2-2:</b> 323  <b>2-3:</b> 401, 404, 465  <b>2-4:</b> 158-159, 198-199  <b>2-5:</b> 231</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T163, T170  <b>2-3:</b> T37, T63, T66-67, T745  <b>2-4:</b> T358</p>
2.6.6	Use quotation marks correctly to show that someone is speaking. <ul style="list-style-type: none"> <li>Correct: “You may go home now,” she said.</li> <li>Incorrect: “You may go home now she said.”</li> </ul>	<p><b><u>Student Edition</u></b>  <b>2-3:</b> 464-465</p> <p><b><u>Teacher Edition</u></b>  <b>2-3:</b> T228, T238, T248, T264-265  <b>2-4:</b> T69, T149, T268</p>
<i>Capitalization</i>		
2.6.7	Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i> ), words at the beginning of sentences and greetings, months and days of the week, and titles ( <i>Dr., Mr., Mrs., Miss</i> ) and initials in names.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 29, 68-69  <b>2-2:</b> 258-259  <b>2-3:</b> 465, 495  <b>2-4:</b> 39  <b>2-5:</b> 308</p> <p><b><u>Teacher Edition</u></b>  <b>2-2:</b> T136, T146, T158, T174, T175  <b>2-3:</b> T160, T336, T362, T364, T365</p>

Standard	Descriptor	Citations
<i>Spelling</i>		
2.6.8	Spell correctly words like <i>was, were, says, said, who, what, and why</i> , which are used frequently but do not fit common spelling patterns.	<b>Teacher Edition</b> <b>2-1:</b> T58, T243, T254, T345, T356 <b>2-2:</b> T249, T261, T315, T341, T363 <b>2-3:</b> T17, T18, T35, T61, T340, T350 <b>2-4:</b> T17, T18, T43, T62, T217, T241, T263, T352, T362 <b>2-5:</b> T162, T163, T237, T351, T417, T418, T439, T458, T470 <b>2-6:</b> T17, T43, T62, T117, T141, T163, T217, T246, T256, T257
2.6.9	Spell correctly words with short and long vowel sounds ( <i>a, e, i, o, u</i> ), r-controlled vowels ( <i>ar, er, ir, or, ur</i> ), and consonant-blend patterns ( <i>bl, dr, st</i> ). <ul style="list-style-type: none"> <li>• short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>p, <u>u</u>nless</li> <li>• long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>e, <u>u</u>se</li> <li>• r-controlled: <u>pa</u>rk, <u>su</u>pper, <u>bi</u>rd, <u>co</u>rn, <u>fu</u>rther</li> <li>• consonant blends: <u>bl</u>ue, <u>cr</u>ash, <u>de</u>sk, <u>sp</u>ea<u>k</u>, <u>co</u>ast</li> </ul>	<b>Teacher Edition</b> <b>2-1:</b> T17, T18, T37, T113, T115, T135, T157, T211, T213, T233, T309, T335, T446, T457 <b>2-3:</b> T144, T242, T307, T308, T331, T340, T351, T453 <b>2-4:</b> T52, T117 <b>2-6:</b> T117, T415

Standard	Descriptor	Citations
<b>7. LISTENING AND SPEAKING: Skills, Strategies, and Applications</b>		
<i>Comprehension</i>		
2.7.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	<p><b><u>Student Edition</u></b></p> <p><b>2-1:</b> 28, 62, 92, 132, 172</p> <p><b>2-2:</b> 208, 252, 284</p> <p><b>2-3:</b> 396, 401, 492, 532</p> <p><b>2-4:</b> 76, 112, 117, 152, 192, 197</p> <p><b>2-5:</b> 230, 235, 264, 269, 300, 305, 334, 339, 366</p> <p><b>2-6:</b> 408, 442, 447, 468, 477, 506, 511, 542, 547</p> <p><b><u>Teacher Edition</u></b></p> <p><b>2-1:</b> T17, T18, T37, T113, T115, T135, T157, T211, T213, T233, T309, T335, T446, T457</p> <p><b>2-3:</b> T144, T242, T307, T308, T331, T340, T351, T453</p> <p><b>2-4:</b> T52, T117</p> <p><b>2-6:</b> T117, T415</p>

Standard	Descriptor	Citations
2.7.2	Ask for clarification and explanation of stories and ideas.	<p><b><u>Student Edition</u></b>  <b>2-3:</b> 401  <b>2-5:</b> 269</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T50, T61, T148, T159, T246, T265, T307, T348, T367, T409, T448, T467  <b>2-2:</b> T50, T63, T154, T173, T252, T263, T313, T354, T415, T452, T463  <b>Extended Reading:</b> T508-T509  <b>2-3:</b> T52, T54, T146, T154, T244, T254, T255, T305, T342, T354, T361, T444, T454, T463  <b>2-4:</b> T54, T65, T173, T315, T454, T465  <b>Extended Reading:</b> T508-T514  <b>2-5:</b> T54, T73, T154, T165, T173, T254, T273, T354, T365, T450, T469  <b>2-6:</b> T248, T350, T450, T469  <b>Extended Reading:</b> T503-T510</p>
2.7.3	Paraphrase (restate in own words) information that has been shared orally by others.	<p><b><u>Student Edition</u></b>  <b>2-5:</b> 269</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T15, T209, T307, T409  <b>2-2:</b> T113, T215, T313, T373  <b>2-3:</b> T15, T261, T263, T305, T403, T463  <b>2-4:</b> T15, T115, T215, T315, T415, T471, T473  <b>2-5:</b> T15, T215, T469  <b>2-6:</b> T15, T269, T311, T411</p>
2.7.4	Give and follow three- and four-step oral directions.	<p><b><u>Student Edition</u></b>  <b>2-5:</b> 269</p>

Standard	Descriptor	Citations
<i>Organization and Delivery of Oral Communication</i>		
2.7.5	Organize presentations to maintain a clear focus.	<p><b><u>Student Edition</u></b>  <b>2-6:</b> 413</p> <p><b><u>Teacher Edition</u></b>  <b>2-5:</b> T273</p>
2.7.6	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 28, 60, 65, 92, 132, 172, 177  <b>2-2:</b> 208, 217, 252, 257, 284, 289, 322, 327, 356  <b>2-3:</b> 396, 401, 424, 429, 458, 463, 492, 497, 532  <b>2-4:</b> 38, 43, 76, 112, 117, 152, 157, 192, 197  <b>2-5:</b> 230, 235, 264, 269, 300, 305, 334, 339, 366  <b>2-6:</b> 408, 442, 447, 468, 477, 506, 511, 542, 547</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T50, T61, T65, T69, T138, T148, T159, T236, T246, T348, T367, T448  <b>2-2:</b> T42, T50, T63, T154, T173, T242, T252, T263, T354, T452, T463, T471</p> <p><b>Extended Reading:</b> T507, T509, T510  <b>2-3:</b> T44, T52, T71, T138, T146, T157, T164, T236, T244, T255, T334, T342, T353, T444  <b>2-4:</b> T46, T54, T65, T146, T154, T244, T254, T354, T446, T454, T465  <b>Extended Reading:</b> T509, T511, T513, T514  <b>2-5:</b> T44, T54, T154, T165, T244, T254, T354, T365, T373, T450, T461, T469  <b>2-6:</b> T54, T73, T154, T248, T261, T350, T440, T450, T469  <b>Extended Reading:</b> T505, T507, T509, T510</p>

Standard	Descriptor	Citations
2.7.7	Tell experiences in a logical order (chronological order, order of importance, spatial order).	<p><b><u>Student Edition</u></b>  <b>2-2:</b> 257</p> <p><b><u>Teacher Edition</u></b>  <b>2-2:</b> T347  <b>Extended Reading:</b> T510</p>
2.7.8	Retell stories, including characters, setting, and plot.	<p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T15, T209, T307, T409  <b>2-2:</b> T113, T215, T313, T373  <b>Extended Reading:</b> T510  <b>2-3:</b> T15, T261, T263, T305, T403, T463  <b>2-4:</b> T15, T115, T215, T315, T415, T471, T473  <b>2-5:</b> T15, T215, T469  <b>2-6:</b> T15, T269, T311, T411</p>
2.7.9	Report on a topic with supportive facts and details.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 177  <b>2-3:</b> 401  <b>2-6:</b> 413</p> <p><b><u>Teacher Edition</u></b>  <b>2-3:</b> T361  <b>2-5:</b> T273</p>



Standard	Descriptor	Citations
2.7.12	Use descriptive words when speaking about people, places, things, and events.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 65, 92, 132, 172  <b>2-2:</b> 208, 217, 252, 289  <b>2-3:</b> 429, 458  <b>2-4:</b> 43, 117</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T257  <b>2-2:</b> T71, T270  <b>Extended Reading:</b> T510  <b>2-3:</b> T257, T463  <b>2-4:</b> T46, T146, T265, T273, T465  <b>2-5:</b> T173, T273, T365, T373  <b>2-6:</b> T269</p>
<i>Speaking Applications</i>		
2.7.10	Recount experiences or present stories that: <ul style="list-style-type: none"> <li>• move through a logical sequence of events (chronological order, order of importance, spatial order).</li> <li>• describe story elements, including characters, plot, and setting.</li> </ul>	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 172, 177  <b>2-2:</b> 208, 217, 252, 257, 322  <b>3-3:</b> 117, 396, 497</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T257  <b>2-2:</b> T71, T270  <b>2-3:</b> T257, T463  <b>2-4:</b> T46, T146, T265, T273, T465  <b>2-5:</b> T173, T273, T365, T373  <b>2-6:</b> T269</p>

Standard	Descriptor	Citations
2.7.11	Report on a topic with facts and details, drawing from several sources of information.	<p><b><u>Student Edition</u></b>  <b>2-2:</b> 217  <b>2-6:</b> 413</p> <p><b><u>Teacher Edition</u></b>  <b>2-3:</b> T361  <b>2-5:</b> T273</p>
2.7.13	Recite poems, rhymes, songs, and stories.	<p><b><u>Student Edition</u></b>  <b>2-2:</b> 289</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T159, T167  <b>2-3:</b> T361  <b>2-4:</b> T73  <b>2-5:</b> T73, T165, T173, T273, T365  <b>2-6:</b> T240, T241, T461, T469</p>
2.7.14	Provide descriptions with careful attention to sensory detail.	<p><b><u>Student Edition</u></b>  <b>2-1:</b> 65, 92, 132, 172  <b>2-2:</b> 208, 217, 252, 289  <b>2-3:</b> 429, 458  <b>2-4:</b> 43, 117</p> <p><b><u>Teacher Edition</u></b>  <b>2-1:</b> T257  <b>2-2:</b> T71, T270  <b>2-3:</b> T257, T463  <b>2-4:</b> T46, T146, T265, T273, T465  <b>2-5:</b> T173, T273, T365, T373  <b>2-6:</b> T269</p>